



A Level English Language Induction Task: Phase 3

Welcome to the exciting final phase of your induction work for English Language!

Thank you so much for the wonderful work that has come in so far for Phases 1 and 2 – I have been really impressed with the standard at which you are already working and it makes me really excited to see what you can do when the course begins in September.

So...here is the final phase of the English Language induction work:

What work is being set?

- There are three main tasks outlined below. Two involve analysing pieces of spoken language and the third is to analyse a series of written texts.

How long should I spend on this work?

- It is expected that you spend five hours on this third phase of work.
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Who should I contact with any questions?

- Mrs Scott – hls@hardenhuish.wilts.sch.uk

How and when to submit

- Your work should be brought to your Language lesson in September by the end of your first full week.

The English world is broad and diverse, and the more you are aware of its various guises the better! You need to tune yourself into as many different kinds of language as you can, so you will spend this summer collecting them!

In addition the most important skill to have as a successful A level candidate is that of INDEPENDENT LEARNING: i.e. that you work alone and come to class with your own ideas about what you are studying. So the best place to start is here....

Tasks:

1. Choose a prepared speech:

(Perhaps a political speech or one made to commemorate a particular occasion. You can find *transcriptions* of speeches all over the internet – UK MPs speeches are all held on either government or political party websites, and newspapers transcribe a good number of internationally significant ones. Pick something contemporary – but please don't *all* choose Donald Trump!)

- Find out and make a note of the following:
 - The intended audience.
 - The purpose of the speech.
 - How does the speaker show their power through their words?
- Annotate on the speech the persuasive/rhetorical techniques used.

- c. Write about 500 words on the above and comment on how effective you think the speech is and why.

2. Record and 'transcribe' a short conversation between two people.

This must be spontaneous speech (i.e. not rehearsed or "scripted" but what two people have actually said.) You could record this on a mobile phone if it's a 'live' situation; or choose a piece from T.V. or radio spontaneous discussion programme. E.g. Question Time, Interviews on the News, a chat show etc. Don't choose a sit-com or drama – they are scripted and not good examples of 'spontaneous speech'.

- a. Choose the part of the conversation which interests you most, this should be 10 – 15 lines.
- b. Write a very brief description of the context, the subject and the two people involved.
- c. Write down (transcribe) the speech. Attempt to capture in writing as accurately as possible what you hear; this should include non-verbal features.
 - Pauses
 - The stress on particular words.
 - Fillers (ums, ers etc.)
 - Stuttering.
 - Drawn out words.
 - Coughs, giggles, clearing of throat etc.
 - Volume of voice. (Raised, whispering etc.)
 - Speed of speech. (quickly, slowly, hesitantly, etc.)
 - Manner of speech. (angrily, lovingly, snappily etc.)

3. Make yourself a "Language Scrapbook." Choose yourself a broad subject e.g. Food, University Life, Music

- a. Find 5 different texts which are connected with your topic.
eg: for the topic of 'food'.
 - Recipe
 - Food Advertisement
 - Transcript from a cooker programme
 - An extract from a blog
 - A formal article about different varieties of potato
 - A healthy eating leaflet
 - An email about a birthday meal out.
 - A conversation between children about school dinners
 - A menu
 - An extract from a novel describing a meal
 - A restaurant review
 - A page from a children's story about a picnic
 - A verse from Craig David's 'What's Your Flava?'
 - A poem
- b. Paste each text into a scrapbook – you could simply staple all the texts together and then annotate them or glue them into a notebook or exercise book to analyse. Feel free to copy and paste the text into a Word document or pdf and make notes using a computer – any of these is acceptable.
- c. Write brief (but detailed and useful) notes next to the each text about anything which strikes you as important in a language or communication sense.
For instance you might want to consider:
 - The level of formality
 - Purpose
 - Audience
 - The context in which it was produced
 - The context in which it was intended to be received
 - Use of images
 - Individual qualities
 - Use of accent/dialect
 - Use of layout/font/logos

- Genre
- Spontaneous or prepared? Evidence?
- Sentences
- Use of jargon
- Lexis (vocabulary)
- Sound patterns (alliteration/ onomatopoeia etc.)

These notes will form the basis of your first few lessons in September so please bring these in with you when you start the course - there is no need to email the work to your teacher unless you have done it all on a computer.

Thank you so much again for your hard work on the other induction phases. Have a wonderful summer. Take care of yourselves and I am really looking forward to meeting you all in September.

Mrs Scott.